LET’S FACE IT: achieving positive curriculum assessments has its challenges. You have just finished the lengthy build of your new Private Career College curriculum. Your next goal is to have your program approved by the Superintendent. To achieve this, it’s time for you to undertake the required independent third-party assessments. Depending on your program assessment requirements, Fact Sheet #3 will guide your process.

Facilitating Program Approvals: The Role of An Assessor
An assessor’s role is specific to being an adult education expert or a subject matter expert. Assessors must secure sufficient information to review sections of the application that are relevant to their role and to assess all materials against statements in the program assessment report by marking Yes, No, or N/A. Additional supporting notes are then crafted within the report to support the assessment of findings.

There are specific program requirements for assessment along with assessor qualifications that must be met before being engaged by the College. See Fact Sheet #3.

The first important challenge will be selecting your assessor(s) and following the key qualifications to ensure the assessments are accepted by the Ministry. “Subsection 11 (2) of Ontario Regulation 415/06 mandates, as part of the program approval process, that PCCs have their programs assessed by a third party program assessor who has expertise in the evaluation of such programs and has been approved by the Superintendent of Private Career Colleges.” (Fact Sheet #3)

Assessors must be free from conflict of interest with the PCC operator, as defined in Appendix N: Conflict of Interest Policy for Assessors. The PCC operator is required to sign Appendix N: Conflict of Interest of the Application for program approval declaring no conflict with the assessor(s) engaged to review their program.

We will focus on vocational programs delivered in the classroom and supporting short independent periods of independent learning with the assessment process.

eSSential Tips for Working Effectively with Assessors

1. Locate and confirm you have the most recent Program Assessment Reports (Adult Education Matter and Subject Matters) in the Ministry’s Central Repository of Forms and share this with your selected assessors.

2. Pre-qualify potential assessors following the critical qualification guidelines ensuring credentials, academic criteria and work experience match the program area being assessed.

3. Gather all required documentation ensuring all files are in meticulous order and are accurate to share with the assessors. Follow the requirements for documentation outlined in the reports.

4. Be sure to append the application rather than entering the program inside the RICC system to submit to the Ministry. Appending will allow you to make any changes required changes by the assessors.

5. Build your appendices inside the fillable PDF of the application and support this with the detailed Appendix H files clearly articulated. This will allow you to make any changes required by the assessors and then subsequently enter all data approved inside the RICC system. Where possible, provide a number schemes to preserve the sequence and flow of materials and ease of reviewing the competencies (Appendix F) and objectives throughout the subjects, list of subjects (Appendix G), and topics and sub-topics.
KEY AREA: Determine and agree upon a **timeline for assessor reviews and subsequent updating of the program application**. This will allow you to target a completion date for upload to the RICC system based on verbal positive assessments while the assessor complete and submit their reports directly to the Ministry. Keep in mind, assessors are required to document all iterations of recommended changes in their assessment reports, and the final version of the application must be submitted to the assessor documented by the date of receipt.

**eSSential “Missed” Curriculum Assessment Items**

<table>
<thead>
<tr>
<th>Commonly Missed Documentation Items</th>
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<tbody>
<tr>
<td><strong>Appendix A</strong> Market research: tasks and sub-tasks in alignment to frequency, complexity and importance; job ads.</td>
</tr>
<tr>
<td><strong>Appendix B</strong> Subject matter experts and design experts not articulated; program maintenance are general in nature. Requires clearly defined statements and timelines.</td>
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<tr>
<td><strong>Appendix C</strong> Mature tests not outlined as per Ministry approved selection; advanced standing policy is unclear.</td>
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<tr>
<td><strong>Appendix D</strong> Inventory items do not correlate to the maximum class size; hours allocated in the various modes of delivery do not equal the totals found in the Appendix H files.</td>
</tr>
<tr>
<td><strong>Appendix E</strong> Evaluation methods identified do not correlate to the evaluation methods selected in subjects in the Appendix H files and do not total 100%; evaluation prior to the half-way point does not meet compliance requirements of a documented formal meeting between educator and student.</td>
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<tr>
<td><strong>Appendix F</strong> Statements of competencies missing the relevant knowledge verb and corresponding skill verb for clear articulation; inconsistencies in the number of knowledge competencies without supporting skill competencies and vice versa.</td>
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<tr>
<td><strong>Appendix G</strong> Totals do not add up to the totals of all subject H files; pre-requisite subjects are incorrectly documented.</td>
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<tr>
<td><strong>Appendix H</strong> Topic hours do not equal subject hours; weightings do not equal 100%; sub-topics are not identified and hours allocated; inconsistency in the application of teaching methods within each subject and overall subjects in alignment to Appendix D.</td>
</tr>
<tr>
<td><strong>Appendix I</strong> Practicum handbook: orientation and placement site agreements confirming the number of placements, attendance sheets and full details in each question.</td>
</tr>
<tr>
<td><strong>Other Missing Documentation</strong> Program application; liability insurance and evidence of WSIB; copy of credential being awarded and outline of program fees breakdown when program is over 52 weeks is absent.</td>
</tr>
</tbody>
</table>

KEY AREA: Ensuring your documentation is as complete as possible will save time, plus it greatly enhances and streamlines the assessment process.
eSSential Difference between an Adult Education Matters and a Subject Matters Assessment Reports

It’s critical to understand the documentation variances between the two reports. The examples of Appendix B and G and H will highlight the differences in how the adult education assessor and the subject matter assessor document their findings and the key areas of attention.

Consider this: Each appendix has unique questions, so it is important to clearly understand what is asked as well as the documentation required of the assessors you engage. Taking time in this area will ensure the documented findings support the positive assessment outcomes.

Appendix B Example:

**The adult education assessor** will be asked to comment on:

1. Provisions are in place to ensure that the program content will be assessed and revised frequently to remain current,
2. Program maintenance and evaluation methods are sufficient to ensure the program’s relevancy for the vocation, and
3. Program development and maintenance.

**The subject matter assessor** will be asked to comment on:

1. Subject matter experts listed have sufficient credentials and expertise to develop a meaningful program for this occupation, and
2. The academic admission requirements enable students to progress through the program.

Appendix G and H Example:

**The adult education assessor** will be asked to comment on:

1. The knowledge and skills listed on the job profile match those listed on the Ministry standard or if there is no standard, on the NOC,
2. In a program with multiple entry points, the learning sequence is preserved; for each subject/module, grading system and evaluation results’, weights are clearly defined, and
3. Overall program content.

**The subject matter assessor** will be asked to comment on:

**ADULT EDUCATOR ASSESSORS**

Report on the design rather than on the subject details of the Private Career College Vocational Program.

**SUBJECT MATTER ASSESSORS**

Report on the subject details rather than the design of the Private Career College Vocational Program.

**Adult education assessors report** on whether the proposed program is sufficient to meet the educational needs of adult learners whereas **subject matter assessors report** on whether the proposed program is sufficient to meet the subject-specific needs of the program.
The eSSential Art of Positive Curriculum Assessments

1. The program design proposes an appropriate learning sequence; for student with prior learning, the modified subject sequence will allow students to graduate with the same knowledge and skills as other students,

2. Each competency and skill listed in the Ministry Standard/NOC is sufficiently covered in the program subjects,

3. The sequence of subjects/modules accurately reflects the complexity of tasks and sub-tasks identified in the Ministry Standard/NOC; the program duration is no less than the duration required by the related Ministry Standard; the time spent for theory versus practice (practicum, lab) is sufficient to prepare students for the occupation; the curriculum supports the credential awarded, and

4. Overall program content.

Even with what appears to be complex outlines set by the Ministry that Private Career Colleges are required to meet, the good news is, following guidelines to source a suitable adult education expert and subject matter expert skilled in the area of your program will lead you to the best opportunities for a positively assessed curriculum and subsequent approval by the Superintendent.

eSSential References from the Ministry of Training, Colleges and Universities

- Program Assessment Report (Adult Education Matters)
- Program Assessment Report (Subject Matters)
- Fact Sheet #3 Third Party Program Assessment
- Fact Sheet #10 Approval of Distance Education Programs at Private Career Colleges